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ABSTRACT

This unit is designed as an overview of the year's course on economics and socio-economic problems. Pupils learn something about economics as a social science and the role of economists in helping people solve economic problems. They examine steps in problem solving and learn to distinguish between questions asking for explanation and prediction from those asking for normative or value decisions. The unit calls for a study of the concept of scarcity, and introduces pupils to some of the key questions which arise out of scarcity--what and how much should be produced; how it should be produced; how goods and services should be divided among people. Some time is spent considering ways in which economic goals differ in different societies and among different groups within American society. Objectives, content, teaching procedures, learning activities, and materials are outlined. Some of the broad skills toward which teaching is aimed are that the student: attacks problems in a rational manner; locates, gathers, organizes and analyzes information and draws conclusions; develops attitudes of skepticism toward conventional truths, and values objectivity in interpretation of evidence. Related documents are SO 005 541 through SO 005 456. (JLB)

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Grade Nine
Unit: Our Affluent Society

SO 005 457

Resource Unit

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INTRODUCTION TO UNIT

This unit is designed as an overview of the year's course on economics and socio-economic problems. Pupils learn something about economics as a social science and the role of economists in helping people solve economic problems. They learn that economic problems affect them in their everyday lives. They examine steps in problem solving and learn to distinguish between questions asking for explanation and prediction from those asking for normative or value decisions.

The unit calls for a study of the concept of scarcity. By raising some of the kinds of questions being asked by those who talk about an affluent society, the teacher is able to help pupils clarify the concept as it is used in economics.

In addition, the unit introduces pupils to some of the key questions which arise out of scarcity -- questions which are resolved in one way or another, even if only by tradition, in any economic system. These questions relate to what and how much should be produced, how it should be produced, and how goods and services should be divided among the people. Pupils discover that there are differences in how these answers are resolved, although

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Pupils spend some time considering ways in which economic goals differ in different societies and even among different groups within American society. Each student arrives at his own tentative statement of goals which he can use as he studies both our own economic system and, in non-election years, the economic system of Middle Eastern countries. The unit introduces, in simple fashion, the use of national income statistics as a means of measuring economic growth -- one of the goals of many economic systems.

Since this unit is a resource unit, teachers are not expected to use all of the teaching procedures or even to follow the present arrangement of procedures. Indeed, a teacher could not use all of the procedures for any one class. Instead, he should select procedures which are most suitable for each class. Naturally, teachers are encouraged to add their own ideas for materials and procedures.

In modifying the resource unit for a specific class, the teacher should

consider: (1) the objectives which he thinks he should emphasize for a particular class, (2) the general ability level of the class as well as differences in interests and ability among class members, (3) previous experiences of pupils outside of school, (4) the rest of the school curriculum, including whether or not pupils have come through the Project's fourth grade course which focuses upon simple economic ideas, (5) available materials, (6) the local community, including ways in which it can be used to develop ideas in the unit, (7) the need for variety in procedure from day to day and within any class hour, and (8) current affairs which can be used to illustrate ideas in the unit. (See Teacher's Guide for the ninth grade course for elaboration of these points.)

If pupils have come through the Project's fourth grade course, they will already have some understanding of production and consumption, scarcity, kinds of questions growing out of scarcity, and different ways in which economic systems resolve these questions. The teacher may wish to obtain a copy of the resource units for the fourth grade course in order to find out what has been done in order to know what ideas can be reviewed or developed more quickly than might

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be possible in classes in which pupils have not studied any economics in earlier years.

Some teachers may wish to move some of the material in this unit, particularly that which deals with steps in problem-solving, to the third unit in which pupils will be introduced to the farm problem. It is included here to help pupils see that economists can help resolve important problems by economic analysis but cannot help resolve value questions. This material leads into the second unit and gives pupils a reason for studying the operations of our economic system from an analytical point of view before turning to units which focus upon particular economic problems.

OBJECTIVES

This unit should make progress toward developing the following:

Concepts

Economics
Production
Consumption
Productive resources
Capital
Scarcity
Alternative cost
Affluence
Need
Want
Allocation
Market system
Traditional economy
Command economy
Economic goals
Standard of living
Level of living
Real income
Index number
GNP

Generalizations

1. Economics focuses upon problems related to the production and distribution of goods and services and thus deals with problems of great importance in the lives of people in any society.

2. Production satisfies human wants by converting resources into goods and services

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3. Every economic syst
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which people desire. People who perform services for which others are willing to pay are producing, just as are those who are making goods for which people are willing to pay.

3. Every economic system faces scarcity or a lack of enough productive resources to satisfy all human wants.

   a. If resources are used to satisfy one want, they cannot be used to satisfy another.

   b. The cost of buying something or using productive resources for one thing is what could have been purchased or produced instead.

4. Certain basic economic questions related to allocation are resolved in some fashion in every society, although perhaps in no other way than by tradition. These questions are: (1) What and how much of each good and service shall be produced? (2) How shall these goods and services be produced? (3) How shall these goods and services be distributed among the population?

5. In all societies people have certain economic goals. Although some economic goals are very much alike, different societies place differing emphases upon them.

   a. People's ideas of what constitute an "adequate" level of living on the one hand and "poverty" on the other change as average living levels change and differ from one country to another.

6. Living levels do not rise unless output of production grows at a faster rate than population.

7. It is difficult to compare real wages between countries and over time within one country because of differences in the importance of different types of goods for consumers, because of differences in the quality of goods, because of difficulties of assessing the comparative purchasing power of different monetary systems or the same system over time, and because of differences in the amount of socialized benefits provided in different countries or eras.

8. Economists have worked out a number of statistical measures to help them analyze and compare living levels and economic production.

   a. Index numbers make it easier to compare prices, etc. over a period of years.

   b. Nationa
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Skills
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years.

b. National income statistics make it easier to compare output and living levels over a period of years and from one country to another.

Skills

(The broad skill toward which teaching is aimed is underlined. The more specific skills taught in the unit are not underlined.)

Attacks problems in a rational manner.

1. Defines problems by isolating the basic issue.
2. Sets up hypotheses and/or alternative courses of action.
3. Deduces possible consequences or if-then statements from hypotheses.
4. Sets up experiments or figures out some other appropriate technique for testing his hypotheses.

Locates information

1. Uses yearbooks and specialized statistical references.

Gathers information

1. Draws inferences from tables,

graphs, and charts.

Evaluates information.

1. Checks on the completeness of data.

2. Differentiates between descriptive, causal, predictive and normative questions and between inferences and value judgements.

3. Identifies assumptions.

Organizes and analyzes information and draws conclusions.

1. Classifies data.

2. Uses simple statistical devices for analyzing information.

3. Checks, refines, and eliminates hypotheses and works out new ones where necessary.

4. Considers possible consequences of alternative courses of action.

Attitudes

1. Is curious about social data.

2. Is sceptical of conventional truths and demands that widely-held and popular notions be judged in accordance with standards of empirical validation.

3. Believes that the soc
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achieve their goals.

4. Is sceptical of the f
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5. Is committed to the f
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6. Searches for evidence
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7. Values objectivity an
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values in the process
cisions about problem
action.

3. Believes that the social sciences can contribute to men's welfare by providing information and explanatory generalizations which help them achieve their goals.

4. Is sceptical of the finality of knowledge; considers generalizations and theories as tentative, always subject to change in the light of new evidence.

5. Is committed to the free examination of social attitudes and data. Searches actively for different points of view and interpretations. Values independent thought.

6. Searches for evidence to disprove hypotheses, not just to prove them.

7. Values objectivity and desires to keep his values from affecting his interpretation of evidence, although recognizing the important role of values in the process of making decisions about problems which demand action.

OBJECTIVES

G. Economics focuses upon problems related to production and distribution of goods and services and thus deals with problems of great importance in the lives of people in any society.

S. Classifies data.

OUTLINE OF CONTENT

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I. Economics focuses upon problems which affect pupils and their families in their everyday lives.

A. Economics has been defined differently by different groups and different economists; the definitions have a certain commonality, although there are important differences.

1. The Littlefield Dictionary of Economics defines economics as a "body of knowledge which treats of the creation and appropriation of goods and services for the satisfaction of human wants."

2. Robinson, Morton, and Calderwood define economics as "the study of how society produces and distributes the goods and services it wants."

3. Reynolds says that economics "is concerned with the production, distribution, and use of material goods and services."

4. Samuelson defines economics as "the study of how men and society choose, with or without the use of money, to employ scarce productive resources to produce various commodities over time and distribute them for consumption, now and in the future, among various people and groups in society."

5. Lewis in one article states that economics "is concerned with the ways in which societies use their limited resources to satisfy their unlimited wants." Later he adds, "Economics as a social science is

TEACHING PROCEDURES

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Initiatory Procedures

1. Prepare a bulletin board display of pictures and newspaper headlines and articles which might bear on economics. Place them on the board with no attempt to arrange them in categories or to provide titles. Ask: What connections can you see between the items on the bulletin board?

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icles which might bear on economics. Place them
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concerned with the ways in which society economizes -- the ways in which, as a people, we manage our productive human and natural resources and the goods and services which derive from their employment and use."

6. Bach distinguishes between economic analysis and economic policy.

   a. Economic analysis deals with "the study of how the goods and services we want get produced, and how they are distributed among us."

   b. Economic policy "is the study of how we can make the system of production and distribution work better."

S. Classifies data.

2. Ask students to bring to class items (pictures, objects) which to them are related to the word "economics." Refuse to elaborate on the term. Each student is to bring items which hold meaning for him in light of this term. Display these items on the bulletin board and/or tables. Ask the class to give their hunches about why a student brought in an item before the student explains his choice.

3. Have each pupil write a brief report on some person who, in his opinion, has something to do with economics. Make a list of all of the names included in these reports. Discuss: Should all of these people have been included? Why were they included?

4. Divide the class into groups and let each group arrive at its definition of economics. Then list definitions on the chalkboard or prepare a dittoed list of them. Discuss the definitions in class. Group those which seem related into general

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Group those which seem related into general

Dictionaries with different definitions of economics.

A. IS CURIOUS ABOUT SOCIAL DATA.

B. Economics focuses upon many of the most serious problems facing the people of this country (including pupils) and of other countries; it also deals with less important matters close to the lives of pupils.

A. BELIEVES THAT THE SOCIAL SCIENCES CAN CONTRIBUTE TO MEN'S WELFARE BY PROVIDING INFORMATION AND EXPLANATORY GENERALIZATIONS WHICH HELP THEM ACHIEVE THEIR GOALS.

classifications (e.g. those related to satisfying wants and needs, those related to world of work, etc.). Let pupils suggest classifications.

Compare the definitions with differing definitions in dictionaries or texts. Do not try to have the class arrive at one correct definition. Rather, have pupils return to their list of definitions from time to time throughout the course, crossing out some and modifying others until they have arrived at a final definition at the end of the course.

5. Discuss current and recent teen-age fads. Does economics have anything to do with these fads?

6. Have pupils check newspapers and magazines to locate articles which they think are related to economics. List topics dealt with in articles on chalkboard and discuss why these articles were chosen.

   Make a list of economic problems which pupils have come across as they have followed the news. Briefly, discuss ways in which these problems do or might affect the lives of pupils and their families. This discussion should help pupils understand why people study economic problems and should arouse their interest in such study.

7. Perhaps have pupils begin a weekly assignment of preparing an oral or written summary of a newspaper or magazine article related to economics.

A. IS SCEPTICAL OF CONVENTIONAL TRUTHS AND DEMANDS THAT WIDELY-HELD AND POPULAR NOTIONS BE JUDGED IN ACCORDANCE WITH STANDARDS OF EMPIRICAL VALIDATION.

A. IS CURIOUS ABOUT SOCIAL DATA.

A. CONSIDERS GENERALIZATIONS AND THEORIES AS TENTATIVE, ALWAYS SUBJECT TO CHANGE IN THE LIGHT OF NEW EVIDENCE.

S. Differentiates between descriptive, causal, predictive, and normative questions and between inferences and value judgments.

C. Economists are concerned with both economic analysis and economic policy.

1. The main concern of economists is with economic analysis which deals with descriptive, causal, and predictive questions rather than normative questions or value judgments.

2. One branch of economics deals with economic policy or political economy which deals with normative questions. However, economists cannot make the value judgments for people;

8. Give a pretest and an attitudes scale to find out how much pupils know about economics and to determine attitudes of students toward scientific thinking, tentativeness of conclusions, evidence, etc. The pretest might focus upon economic fallacies. Discuss both the pre-test and the attitudes scale briefly in order to: (1) demonstrate differences among class members in their attitudes and in what they think is true about economics, and (2) show pupils that some of the things they think they know are not necessarily so.

9. Ask: If you were President of the U.S. what questions would you ask of your economic advisors? Put answers on the board and then have pupils group them as follows: descriptive, explanatory, predictive, and prescriptive (or normative). Get at the differences between these types of questions by using other kinds of questions. (e.g. What color is Henry's shirt? Use as example of descriptive question. Use other examples and then have pupils think up explanatory, predictive and prescriptive questions about Henry's shirt.) Return to President's advisors. Which kinds of questions are they best qualified to answer? (Relate to differences between economic

retest and an attitudes scale to find out how much pu- about economics and to determine attitudes of stu- ward scientific thinking, tentativeness of conclusions, , etc. The pretest might focus upon economic fallacies both the pre-test and the attitudes scale briefly in : (1) demonstrate differences among class members in titudes and in what they think is true about economics, how pupils that some of the things they think they not necessarily so.

Some items for the scale might be taken from or modified from questions on open-mindedness in Morse and McCune, Selected Items for the Testing of Study Skills and Critical Thinking.
Items for the pre-test might be developed from lists of economic fallacies in such books as Samuelson, Economics Ch. 1 of 3rd ed.; Reynolds; or Snider, Economic Myth and Reality, pp.13-14. Or use items from the Stalnaker test on Economic Understanding.

you were President of the U.S. what questions would of your economic advisors? Put answers on the board have pupils group them as follows: descriptive, ex- , predictive, and prescriptive (or normative). Get ifferences between these types of questions by using nds of questions. (e.g. What color is Henry's shirt? xample of descriptive question. Use other examples have pupils think up explanatory, predictive and pre- e questions about Henry's shirt.) Return to Presi- dvisors. Which kinds of questions are they best qual- answer? (Relate to differences between economic

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S. Attacks problems in a a rational manner. (Defines problems by isolating basic issue. Considers possible hypotheses and/or alternative courses of action.)

S. Organizes and analyzes information and draws conclusions.

they can help in the choice of goals by predicting consequences of different courses of action. Economists do, also, assume the importance of economizing and material welfare in many of their statements.

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analysis and economic policy. Also relate types of questions to differences between inferences and value judgments.)

Arrange ahead of time with a student the following event. The student comes in late and you reprimand him. Then ask the class what happened. Discuss the differences in responses and the reasons for the differences (e.g. ability to observe fully, differing preconceptions, etc.) Relate to difficulties of economists and other social scientists in making descriptive statements or generalizations.

10. Now move on to a discussion of cause-effect statements. If pupils have not studied the Project's eighth grade course, use examples of correlations to show fallacy of jumping to conclusions about cause-effect relationships. Relate to problems facing economists.

11. Find some current news article about attempts to restrict government spending or about conflict over how government should spend its money. Have pupils read the article and then discuss the reasons for the conflict. Which statements are value judgments or normative statements? Which are inferences or related to economic questions? Which are descriptive, causal, and predictive? Why does the conflict arise in the first place? Why not spend money for all of the things desired?

12. Place the class in the following problematic situation: The Beatles are in town for a big "concert" which is "sold out." You have two tickets which you bought months ago and you are looking forward to a big date. The only problem is that somehow being so excited about this you forgot and invited two dates to go with you. You have just realized your mistake after asking the second date to go with you and are now seemingly "stuck." What are you going to do? (Allow some time for them to define

(Considers possible consequences of alternative courses of action.)

S. Attacks problems in a rational manner. (Defines problems by isolating basic issue; sets up hypotheses and/or alternative courses of action; deduces possible consequences or if-then statements from hypotheses; sets up experiments or figures out some other appropriate technique for testing hypotheses.)

S. Organizes and analyzes information and draws conclusions. (Checks, refines, and eliminates hypotheses, and works out

the problem more exactly, list alternatives, and consider consequences. Put some of their statements on the board.)

13. Or set up a hypothetical situation in which pupils have won a Sweepstakes Promotion Contest. The Prize is a trip around the world for two. You promised two people that you would take them if you won. What would you do? (Have pupils define problem more exactly, list alternatives, consider possible consequences, etc.)

14. Have each pupil write a brief paper on some problem he has solved. He should identify the problem and describe the method he used in solving it, outlining the steps he took. He should also indicate if he thinks he might use any of these steps or this method in solving other problems. If so, why? If not, why not? Read several of these accounts to the class and list steps in each account on the chalkboard. Is there any agreement on steps? On the order of steps? Can the methods used by these students be used for all problems? Why or why not?

15. Ask pupils to describe the scientific method which they have used in science classes. They should identify the attitudes needed by the scientists as well as the procedures followed. Then discuss: How does our list of steps for problem solving compare with the scientific method? (Ask enough questions to bring out the difference between problems involving choosing a course of action in light of values and problems related to questions of description, cause-effect analysis, and prediction. Review these types of questions.) Then ask: What kinds of problems would economists as economists try to solve? Can the economist, in trying to answer descriptive, cause-effect, and predictive questions, follow the scientific method? (Review from eight grade course, some of problems faced by social scientists as compared with those of natural scientists. Have pupils set

new ones where necessary; considers possible consequences of alternative courses of action.)

S. Differentiates between descriptive, causal, predictive, and normative questions and between inferences and value judgments.

A. SEARCHES FOR EVIDENCE TO DISPROVE HYPOTHESES, NOT JUST TO PROVE THEM.

A. VALUES THE SCIENTIFIC METHOD AND RATIONAL THOUGHT AS APPLIED TO SOCIAL AS WELL AS TO NATURAL DATA.

A. VALUES OBJECTIVITY AND DESIRES TO KEEP HIS VALUES FROM AFFECTING HIS INTERPRETATION OF EVIDENCE, ALTHOUGH RECOGNIZING THE IMPORTANT ROLE OF VALUES IN THE PROCESS OF MAKING DECISIONS ABOUT PROBLEMS WHICH DEMAND ACTION.

up hypotheses about ways in which economists might try to collect data to answer such questions.) Also ask: Do you think the attitudes of a good economist would be the same as those of a good scientist? Why or why not?

Have pupils list a few economic problems which they have come across in newspapers and magazines since the year began. Ask: How might an economist help solve such problems? (Discuss use of prediction of consequences of different courses of action in trying to decide what alternatives to follow. How are hypotheses used in problems requiring action?)

16. Bring to class some cartoons from editorial pages which deal with public policy. Remove their captions and project them, one by one, with the opaque projector. Ask each pupil to write a caption for each cartoon. Then show each cartoon again, letting pupils discuss their captions and compare them with the original caption. (This activity is designed to encourage pupils to make guesses -- which they recognize as guesses -- without sufficient data to come to any conclusion.)

G. Production satisfies human wants by converting resources into goods and services which people desire. People who perform services for which others are willing to pay are producing, just as are those who are making goods for which people are willing to pay.

II. Production satisfies human wants by converting resources into goods and services which people desire. Production involves the use of productive resources.

A. People who perform services for which others are willing to pay (in money, goods, or services of their own) are producing, just as are those who are making goods for which people are willing to pay.

B. Productive resources or factors of production include land (natural resources), labor, capital (man-made productive resources, including machines, tools, buildings, etc.) and entrepreneurship (risk-taking and managing).

G. Every society faces scarcity or a lack of enough productive resources to satisfy all human <u>wants</u>.

III. Every economic system faces scarcity or a lack of enough productive resources to satisfy all human wants.

A. Consumers, business firms, and the government must all make choices as they use their money and other resources to acquire the things they need and want.

1. Consumers are usually faced with scarcity, given their wants. They lack the money and/or time to secure or do all of the things they wish. Therefore, they must make choices between different products and services and in their use of time. The alternative cost of what they choose consists of the other things which they might have chosen instead.

17. Have a pupil draw a picture of the main street of his own town. Project with an opaque projector. (Or use a photograph or slide.) Ask: What are you carrying when you come out of the grocery store? the barber shop? etc. Use the stores to illustrate the differences between goods and services but also to teach the idea that production includes both.

18. Have pupils set up a yo-yo factory. What would we need if we were going into the yo-yo business? Try to get pupils to identify the things needed and relate to factors of production. Be sure to differentiate between money and capital. Pupils may well leave out the factor of entrepreneurship. If so, ask questions related to setting up the yo-yo factory which will bring out the importance of this factor.

19. Have each student make a "typical day hour use chart." Use some general categories such as sleeping, traveling, eating, going to classes, studying, fooling around, etc. Have each put down the number of hours he spends at each activity on a "typical" school day. What is the total number of hours you have? Why? Suppose you want to spend more time "fooling around" tomorrow than you did today. How will this be possible? Have pupils make a new chart to show how they would like to spend their time. Then ask: Why was it necessary to eliminate some things in order to spend more time doing something else? Can we draw any economic conclusions from this example? (Time would appear to be a realistic limited resource and its "allocation" of interest to students.)

G. The cost of buying something or using productive resources for one thing is what could have been purchased or produced instead.

2. Managers of business firms face a problem of scarce resources and must make choices in terms of how they will use resources.

20. If pupils have not come through the Project's fourth grade course, use the following activity. Set up groups of three pupils and give each group a gift certificate for $150.00 which they can use to order merchandise from a Christmas mail-order-house catalog. They must spend it on more than one item and they cannot list goods costing more than the $150 limit or they will receive no merchandise. Each group is to write down the articles desired, their cost, and the pages on which the articles are listed. Afterwards, compare some of the group choices and ask why it took them so long to make up their minds about what to order. What were the chief difficulties they faced in making up their minds? (Undoubtedly, pupils will introduce the problem of scarcity in one way or another.)

Catalogs of mail-order houses, including Montgomery Wards, Sears Roebuck, etc.

21. Or give a member of the class one token. Instruct him to purchase one item from the desk (baseball bat, Beatle record, blotter, book, etc.) Each item has a price of one token. What did he choose to buy? Why didn't he buy something else -- other than the item he bought? Why didn't he buy several items? What similarities can you see between this example and the "real world?"

22. Have pupils imagine that they are owners and managers of a professional football team which is near the bottom of the league standings. The team is barely breaking even financially. The time has come for the draft of college football players. Several of the top college players have made it known that they will sign only for extremely high bonuses. If you were the owners and managers would you try to sign one of these top players or concentrate your efforts in securing not so highly-rated players whose services would cost you less money? What economic problems face you if the team cannot improve its standings? What might be done about them? What costs are involved in these moves?

3. The government faces a problem of scarcity also and must make choices in terms of how it will use resources. The alternative cost of any governmental program is what the government might have used the money for instead of what consumers might have done with the resources used for the program.

G. Every society faces scarcity or a lack of enough productive resources to satisfy all human <u>wants</u>.

B. Economists differ as to the importance they place on the concept of scarcity, although all accept scarcity of resources as a reality.

1. Some economists emphasize scarcity as the key concept in economics; they believe

23. Pass out a copy of a newspaper article which deals with cuts in government spending. Discuss: Is there any similarity between government spending and your ordering from the catalogs (or use of your tokens)?

24. Or select headlines or parts of newspaper articles indicating "State spends $30 million on new freeway" or "Mayor's salary increased $5,000" or some such actual expenditure. Discuss: Why not spend this money on flood control or schools or new fire trucks? Can we have both? Why or why not? If we are limited, why are we? Why can't we have all we want? Have the students mention local decisions of a similar nature.

25. According to the U.S. Budget for the (fiscal) year 1966, 2/3 of the U.S. funds for space or $3,386,000,000 that year was to be spent on the problem of getting a man on the moon. What else could be done with this 3+ billion dollars if you didn't spend it this way? (Let them think up ideas and argue advantages of these programs.) Do you think we should spend so much for a manned lunar landing? Why or why not? (List alternative choices on the board so that students can see their "alternative costs" of the lunar probe.)

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26. Read aloud to the class the short story (paraphrased in part) by Dorothy Parker called "The Standard of Living." Discuss: What happened? What would have happened if the story had continued? (This story should prove useful in raising the matter of unlimited wants.)

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Space expenditures and other budget items are published annually in the useful teacher reference: The Budget in Brief: Fiscal Year ----. Washington: U.S. Government Printing Office. (30¢ paper)

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Adamic in Burnett, ed., This is My Best.

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G. If resources are used to satisfy one want, they cannot be used to satisfy another.

G. The cost of buying something or using productive resources for one thing is what could have

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that all of economics is built upon the idea that productive resources are limited or scarce as compared with human wants which seem to be unlimited if taken as a whole (not individually).

a. As some economists see it, economic wants of the people (taken as a whole) seem never to be satisfied, since many goods and services must be replenished constantly as they are used up, since population is expanding, and since new inventions create new wants.

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b. When the economist speaks of scarcity, he is not thinking of a scarcity of money among consumers or in the hands of government; he is thinking of scarce productive resources which are scarce in terms of all of the uses to which they might be put in filling the wants

27. Ask: Suppose you were a successful lawyer or businessman who makes 30 or 40 thousand dollars a year. Do you think you would have any unsatisfied wants? (If pupils do not do so, raise the possibility of lack of time for leisure as a want.) Suppose you were a millionaire. Do you think you might have any unsatisfied economic wants? Do you think economists are thinking of individuals or of people as a group when they speak of scarcity as against unlimited wants?

28. Have pupils read the article "Inverted Wedding Cake." Tell them that this is what some economists think. Discuss the main ideas in the article. "Inverted Cake," in Readings Cases.

29. Ask: What material things are limited? Are there any material things which are not limited? What other non-material things which we want are limited? Are there some which are unlimited? Now get class to relate concept of scarcity to that of limited resources.

Ask: What are economic goods and services? Could we ever find

se you were a successful lawyer or businessman who
40 thousand dollars a year. Do you think you would
satisfied wants? (If pupils do not do so, raise the
of lack of time for leisure as a want.) Suppose
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are economic goods and services? Could we ever find

been purchased or produced instead.

of people.

1) Economic goods and services are those goods and services which are not free -- which are limited or scarce and so not to be had for the mere asking. People are willing to pay for them with their own services, goods, or money via market prices or taxes.

2) Even if we may produce more of a particular good than needed or even wanted at one time, the production would not have taken place if people had not expected to be able to get something in return for the production.

3) The production of one good or service is said to have an alternative cost. The production of any good or service involves the use of productive resources which could have been used to produce other goods and services. The alternative cost of the production of any good or service is the other goods or services which could have been produced.

   a) Misallocation of resources (for goods which consumers do not wish) costs consumers what they could otherwise have had.

   b) The alternative cost of unemployed recourses is what could have been produced if existing resources had been put to work.

that more yo-yos (or some current fad product) are produced than consumers wish to buy? Why did people produce them if they cannot be sold? Suppose more are produced than can be sold. Does this mean that we have no scarcity in this country? What has happened when many workers and buildings and natural resources are used in producing yo-yos (or the other products named)? What is the cost to society of such production? (Review alternative costs to consumers and government when they are buying and lead into a discussion of alternative costs in terms of use of productive resources.)

30. Ask: Suppose millions of men are out of work and many factories are closed down and mines are closed because the owners cannot sell the coal or iron or other natural resources mined. What is the alternative cost of this failure to use productive resources? Suppose a consumer decides to save money for a possi-

c) The alternative cost of producing capital goods is what might have been produced using the same productive resources for consumer use or other capital goods.

Is committed to the free examination of social attitudes and data. Searches actively for different points of view and interpretations. Values independent thought.

2. Some economists disagree about the relative importance of scarcity as a concept, about alternative costs in terms of government expenditures, and about whether or not human economic wants are unlimited.

   a. Some argue that in the U.S. we have an economy of abundance in which technology can produce more than the people need or want unless these wants are stimulated by advertising. They also believe that more leisure time may not be an alternative want for many Americans. However, they also believe that there are many public wants as opposed to private wants and that many of these public wants have been neglected.

ble emergency in the future or for the time when he retires. What is the alternative cost involved? Now suppose that some of the productive resources are used to build new factories and machines so that the country can have more autos or other consumer goods in the future. What is the alternative cost involved?

31. Tell the class that John Kenneth Galbraith (the Harvard economist and recent ambassador to India) wrote a book (1958) called The Affluent Society. What is affluence? Is it possible to have both scarcity and affluence -- or do we have one or the other? Galbraith thinks that years ago scarcity, poverty and hunger were the rule. Now he believes that abundance is more the rule and people need advertising men to tell them what they want. Do you agree?

Galbraith, John Kenneth. The Affluent Society. Or perhaps use quotations from Theobald, Robert. Free Men's Free Markets instead.

Paraphrase the opening quote from chapter X of Galbraith's book: "In an economy such as that of the United States of America, where leisure is barely moral, the problem of creating sufficient wants ... to absorb productive capacity may become chronic in the not too distant future." After re-phrasing it so that it is understood, open this to discussion. Do you agree? Will we have production exceeding our wants? What happened to scarcity?

Concentrate on the phrase "where leisure is barely moral." Is this true? Is it considered almost immoral not to work very hard in our society? Why or why not? Introduce the term "Protestant ethic."

What does it mean? Can you think of jingles and sayings which stress hard work and other "old important virtues?" (Early to bed early to rise makes a man healthy, wealthy and wise etc.) Have these changed? Do you still hear people use these? Do you think they are considered as important today as 50 years ago? Why or why not? If you met a "beatnik" on the street would he agree with these statements? Why or why not?

b. Some of the differences between these economists arise out of the question of whether or not scarcity should be discussed in terms of needs or wants.

32. Galbraith (chapter X) quotes the famous British economist John Maynard Keynes as observing that there are two kinds of economic wants or needs people have. One kind is for the "basics" or "essentials" which we feel we need no matter what someone else has. The other kind of wants or needs are luxuries or things we want to feel better off than the other fellow. Discuss: Do you agree or disagree with these categories? Keynes thought that the "essentials" could be satisfied for everyone within 100 years while the "luxuries" would never be satisfied. Do you agree or disagree? Because of this Keynes said that "This means the economic problem is not -- if we look into the future -- the permanent problem of the human race." This disagrees with most people and our previous hypothesis about scarcity. What do you think?

33. Now tell pupils that the popular writer Vance Packard -- who is not an economist --- has presented some of these same ideas about scarcity and needs in a brief imaginary account of what life might be like someday in the utopia of Cornucopia City. Read aloud his account and discuss his attitude toward the question of scarcity.

Vance Packard, The Waste Makers, pp. 3-5.

34. Tell the class that a famous American economist Thorstein Veblen wrote a book called The Theory of the Leisure Class. He mentioned in this book "conspicuous consumption." Ask: Do you know what these words mean? (Let a pupil look them up.) What do you think he was talking about? (If you have the book paraphrase from chapter 4 -- Veblen's writing is probably the closest thing to impossible reading for a 9th grade reader.) Compare Veblen's phrase with Keynes "luxury wants" mentioned earlier. What examples can you think of today of "conspicuous consumption?" Will scarcity always be the rule here? Is this why Galbraith called us "affluent?" Do you agree or disagree with calling our society affluent?

For teacher's use: Veblen, The Theory of the Leisure Class.

G. Every society faces scarcity or a lack of enough productive resources to satisfy all human wants.

S. Identifies assumptions.

S. Draws inferences from tables, graphs, and charts.

A. IS SCEPTICAL OF THE FINALITY OF KNOWLEDGE; CONSIDERS GENERALIZATIONS AND THEORIES AS TENTATIVE, ALWAYS SUBJECT TO CHANGE IN THE LIGHT OF NEW EVIDENCE.

S. Sets up hypotheses.

c. In the past many economists tended to emphasize the alternative costs to government spending and argued that governments could spend money on military supplies or other things only at the expense of consumer purchases. After the depression of the 30's and World War II, economists began to realize that the expenditures did not involve this alternative cost if there were already unemployed resources. Government expenditures may result in greater production of consumer goods if productive resources are unemployed.

35. Have a summarizing discussion which reviews the difference between wants and needs and analyzes differences among economists on the question of scarcity. Ask: Can food be both a want and a need? Are economists who are talking about scarcity in the U.S. talking about wants or needs or both? Do you agree or disagree with Galbraith about our economy being an economy of abundance or affluence? Why? If we are limited -- if there is scarcity, what is limiting us? What partial solutions do you see to the problem of scarcity?

    Now return to the definitions of economics and relate them to scarcity and to economizing. Ask: If economics is aimed at economizing, what is a basic assumption of economics? (Review meaning of assumption.)

36. Remind pupils of their discussion of alternatives to the government spending on the space program. They concluded that the government could spend on the space program or on other things but set up alternatives rather than expenditures for much more of both. (Paraphrase their emphasis upon the need for choice rather than spending for all of the things they wanted.) Now tell pupils that in the 1930's there was a big argument among economists and others when people began urging the government to spend money to get us out of the depression. (Stop to define the depression very briefly.) Some argued that the government was taking money from consumers which they could have spent in other ways, that government spending was an alternative which interfered with consumer spending. Now show pupils graphs to illustrate what happened to consumer spending as government spending went up and down during the depression. What do the graphs show about the argument? Also tell pupils about the argument of guns or butter but not both. Then show graphs to illustrate that defense spending in 1939 brought increased consumer expenditures rather than a reduction in such expenditures. Ask: Why might government expenditures increase consumer expenditures? Use additional questions to remind pupils of alternative costs of unemployed

Make graphs from data in the 1965 Economic Report of the President, pp. 190-191.

G. Every society faces scarcity or a lack of enough productive resources to satisfy all human wants.

d. These economists do not really disagree that there is a scarcity of productive resources compared to human wants as a whole; however, they believe that the emphasis upon scarcity may interfere with undertaking certain policies which might promote a higher level of material well-being for the people of a society.

G. Certain basic economic questions related to allocation are resolved in some fashion in every society, although perhaps in no other way than by tradition. These questions are: (1) What and how much of each good and service shall be produced? (2) How shall these goods and services be produced? (3) How shall these goods and services be distributed among the population.

IV. Every society faces certain economic problems which are resolved differently from one society to another. These problems arise because of scarcity.

A. Certain basic economic questions related to allocation are resolved in some fashion in every society; these questions are: (1) What and how much of each good and service shall be produced? (2) How shall these goods and services be produced? and (3) How shall these goods and services be distributed among the population?

resources. Let pupils set up hypotheses to explain data, al
you should point out that they will not study this question
much detail until the tenth grade. At this point, spend onl
enough time on the question to help pupils see the need to k
generalizations tentative and to revise them in the light of
evidence.

37. Now quote Galbraith on the need for more public spending to
public needs. Ask: Does this sound as though Galbraith rea
disagrees with other economists about their statements of li
productive resources? Why do you think Galbraith emphasizes
fluence rather than scarcity in leading up to these proposal
public expenditures?

38. Have the class imagine this situation. They are stranded in
remote section of the northwoods. It seems that search part
have given up ever finding them, the woods are too deep to wa
out of, and it appears that they will be there for some time.
Ask: What would you do? Divide the class into groups of two
to five students. Each group should try to state as question
the problems which would have to be solved. Then it should t
to decide how it would solve these questions.

Hold a general class discussion on the problems, developing a
list of questions which need to be resolved. Put questions o
the different groups on the chalkboard and finally work out a
organized list which seems to cover all of the problems.

39. Read or paraphrase a section from Thoreau's Walden. The first
chapter "Economy" is probably most pertinent. Describe how
Thoreau went out for two years to begin a new life in the woo
What would he have to do differently? What problems would he

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Galbraith, The Affluent Society.

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G. Certain basic economic questions related to allocation are resolved in some fashion in every society, although perhaps in no other way than by tradition. These questions

B. These basic economic questions are resolved in one way or another in all societies. The economic system does not "decide" these questions; people decide them in one way or another, perhaps not even consciously but only operating out of tradition. However, people can operate through governments to decide consciously to change the way of allocating resources and how resources shall be allocated.

1. In some societies neither the government nor a market system is important in affecting how resources shall be allocated. Such economic systems are based largely upon tradition and reciprocal relationships which have grown up in the past. In some systems reciprocal relationships are combined with a market system.

have to solve? How did the problems discussed in Walden compare with those you faced when stranded in the north woods? How did the solutions compare? Were Thoreau's goals the same as yours when you were stranded in the northwoods? Were they the same as those you have now?

40. Ask pupils to think about their own community and country. What economic problems does it face? Are any of these the same as those faced by Thoreau? by those stranded in the northwoods? How are they similar? different?

41. Read aloud or paraphrase a description of the economy of one or more primitve societies. Use the Trobriand Islanders if pupils have not studied the Project's fourth grade course. (The Trobriand Islanders used a reciprocal system rather than a market system.) Otherwise review what pupils learned about the Trobriand Islanders and the village in India and use some other group such as the Swazi. Or have pupils read the materials on the Eskimo economy (found in Coleman). Whatever group you use, choose one which operates on the basis of tradition without the kind of market which we have in the United States.

42. Now compare the kinds of questions or problems faced by Thoreau, those stranded in the northwoods, their own community and country, and the people of the primitive community. What do pupils think are the basic economic questions and problems which every society must deal with in some fashion or other? After students

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See backgroup paper for unit on Trobriand Islanders (for grade 4)
Kuper, The Swazi, pp. 45-49.
Lisitzky, Four Ways of Being Human, pp. 182-183, 188-192.
Coleman, ed. Comparative Economic Systems, pp. 21-28.

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are: (1) What and how much of each good and service shall be produced? (2) How shall these goods and services be produced? (3) How shall these goods and services be distributed among the population?

S. Sets up hypotheses.

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2. In a private enterprise system it is the market which permits buyers and sellers to deal with another, which translates demand and supply into a price system, and which is chiefly responsible for the way in which the basic economic questions are worked out. The market serves to determine largely what shall be produced, how much shall be produced, how it shall be produced, and who shall get what part of the production. However, government policies and factors which interfere with perfect competition also affect the allocation of resources.

have chosen their own list of basic questions and problems, mention that several economists have used what and how much? how and for whom? as their basic questions. Compare these with the students' list so that they may see the category of problems faced but do not attempt to get them to just memorize a list of 3 or 4 basic questions. Mention that these types of problems will be brought up several times in future units because they are so basic. They may wish to write them down and be on the "lookout" for other questions too. Point out that total government or people as a whole may not sit down, identify questions, and determine how to solve them.

Ask: How were these questions decided in the primitive society studied? How did you answer them when stranded in the northwoods? How does the United States answer them? (Let pupils merely set up hypotheses about ways answered in the U.S.)

43. Place on a table in the front of the room items such as the following: a model of a missle, a baseball mitt, a theater ticket, a piece of bread, a model of an automobile, a small figure representing a doctor, a comb representing a barber, etc. First ask the class briefly to explain the items. Review the difference between a good and a service. Then initiate a discussion on how it was that each of these was produced or made available in the U.S. economy. The items should produce an interesting discussion as they represent goods as well as services, public as well as private production.

Repres
of goo
vices

44. Using the items mentioned in the previous activity, investigate the basic questions which the class previously decided (in activity #42) that every economy faced. For example, using our questions the discussion would examine: How was it decided that these particular things be produced? How were these items produced? How was it decided who shall get these goods and ser-

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3. In practice, in communist countries the means of production are almost all owned by the government and most of the basic economic decisions are made by the government.

4. People, rather than any economic system make decisions about production, and these decisions may be made by following tradition rather than by thinking about alternatives.

vices? How was it decided how much in total should be produced? How does missile production this year compare with last year? Why?

45. In the previous activity the students will have ventured hypotheses about our economic system and how it resolves some basic questions which almost every economy faces. Record these hypotheses for further evaluation as they will be based almost exclusively on each student's empirical judgments. While these hypotheses will be evaluated more carefully in the succeeding units, this overview unit can begin to raise some questions and suggest some possible tests for the hypotheses as pupils study later units.

46. Read aloud or have pupils read the excerpts from Animal Farm in Mehlinger, Totalitarianism: An Inductive Approach. Ask: How were the basic economic questions answered? How does this way compare with ours?

Mehlinger, Totalitarianism: An Inductive Approach, pp. 29-37.

47. Have pupils read a brief description of how the Soviet economic system works. Ask: How were basic economic decisions made? Does this sound like Animal Farm? Like the U.S.A.? Have pupils explain their answers.

Schwartz, The Soviet Union, pp. 25-28.

48. At this point ask: Does an economic system answer these questions? Who really answers them? Do the people always make conscious decisions? Do they always state the problem clearly, look at alternatives and then make choices? How can they do this as individuals? working together with others?

G. In all societies people have certain economic goals. Although some economic goals are very much alike, different societies place differing emphases upon them.

V. In all societies people have certain economic goals. Although some goals are very much alike, different societies place differing emphases upon them. These goals reflect different cultural values.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA. SEARCHES ACTIVELY FOR DIFFERENT POINTS OF VIEW AND INTERPRETATIONS.

A. People differ in their attitude toward material goods and services. Some are content with just enough to satisfy their basic needs; others want much more. (Some place little value on material wealth over and beyond the present level or meeting basic needs.) Some wish material goods to use for themselves; other wish them for prestige purposes.

49. Tell pupils that they will find out more about how these questions are decided in the U.S. in later units. They will find out more about how these questions are decided in other economic systems later in the year (if the unit on the Middle East is to be taught during this year) and/or in later years.

50. Show film Life's Higher Goals. Have pupils look for areas or goals related to economics.

Film: Life's Higher Goals. General Mill 30 minutes.

51. Remind pupils of Thoreau's attitude toward material goods and services. Do pupils agree with Thoreau? Why or why not? Would all people in the modern world agree with the class rather than with Thoreau? Perhaps read aloud a foreigner's criticism of the U.S. as being too concerned with the materialistic. (However, be sure to point out that many of the countries which criticize the U.S. as materialistic also are trying to increase production of goods and services.)

52. Tell pupils about the Kwakiutl potlashes. You could read aloud the brief account of the economy in Edel and then add in your own words a description of the potlash and its purposes. Or have pupils read about "The Kawkiutl's Values" in Coleman. Then ask: Why did these people value material goods? Do the Kwalkiutl remind you at all of people in our own society? of the people described by Veblen?

Edel, Story of People, pp. 79-85.
Benedict, Patterns of Culture.
Forde, Habitat, Economy & Society, pp. 89-91.
Coleman, ed., Comparative E. Systems, pp. 5-8.

53. Read aloud or paraphrase sections of an article about the Hutterites. The Hutterites are a religious sect who farm and who live in communal agricultural villages. They are found primarily in the Dakotas, Montana, and parts of Canada. Their religious beliefs cause them to reject worldliness which is

Merryman, "South Dakota's Christian Martyrs," Harper's Magazine, Dec., 1958 pp. 72-79.

B. People generally would like to see their economic system provide both economic growth (and so higher levels of living) and stability (and so economic security). However, some people are fatalistic and see no hopes for or do not consider the possibility of a higher level of living.

C. People differ in the degree to which they desire economic justice or a reduction in inequalities of economic opportunity or income.

D. People differ in the degree to which they desire freedom of economic choice (of occupation and disposal of income) as a goal of their economic system.

defined as material goods beyond basic needs. They have, however, made some concessions to twentieth century technological progress such as a telephone for their head man and some trucks for trading with non-Hutterites. After pupils have listened to the account, raise questions about the extent to which the Hutterites would accept the economic goals and values of the larger American culture.

54. Remind pupils that they have read about a primitive society and about the economic system of the Soviet Union. Were their goals the same as ours? How are they different? Are there any similarities?

55. Would pupils in this class all agree on economic goals? Let pupils divide up into groups of three or four and identify their economic goals. Then hold a class discussion, comparing the lists and working out a composite list on which pupils agree and a list of any differences which pupils have.

56. An interested student may wish to examine the economic sections (especially chapters 6-11) of the report of President Eisenhower's Commission on National Goals and summarize it for class examination. Another might read and summarize the adaptation

The American Assembly, Columbia University,

of the statement of goals by the Chamber of Commerce of the U.S. (see Ammer). Have the class compare the two summaries.

Goals for Americans: The Report of the President's Commission of National Goals. "Five Economic Goals for Americans," in Ammer, Readings and Cases in Economics, pp. 8-10.

57. Read aloud a brief description of a fatalistic attitude toward material well being. You may wish to use a quotation about the older Chinese or Indian philosophy. What economic goals did these people have? Why didn't they have our goal of increasing output of goods and services and so raising levels of living?

Fairbanks, The United States and China. N.Y. Compass Books, pp. 47-52

58. Read aloud a very brief description of a person who was unemployed during the depression of the 1930's or of someone who is unemployed today. Ask: What economic goals do you think this person had or would have? Have pupils look in newspapers for articles related to attempts by our society to provide security.

Shannon, Great Depression. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1960

59. Groups of students or individuals might profit from a study of the economic goals as stated by diverse political parties and action groups as published in their platforms. Congressmen frequently state economic goals in speeches and legislation. The President annually reviews specific economic goals. Ask: What similarities and differences can we see in comparing their goals?

See economic goal statements by Republicans, Democrats, John Birch Society, Socialists, etc.

G. People's ideas of what constitutes an "adequate" level of living on the one hand or "poverty" on the other change as average living levels change and differ from one country to another.

VI. Living levels differ from one country to another and over time within a country; however, it is hard to compare levels of living.

A. People's ideas of what constitutes an adequate level of living on the one hand or poverty on the other change as average living levels change and differ from one country to another.

A standard of living is what people think constitutes an adequate level of living; this level may differ considerably from actual levels of living which are not the same for all people within a society.

See the Employment Act of 1946, Economic Report of the President and other such documents on economic goals as stated by governments.

60. Have pupils turn to their own list of economic goals again. Do they wish to change it? To what extent do class members now agree? Let each pupil make up his own list of economic goals and indicate on it with a star those which he holds in common with most members of the class. He might use a dagger to indicate those he holds alone or in common with only some of the other class members. Point out that the class will have a chance as the year progresses to decide how well our economic system meets the goals which they have established.

61. Ask each student to list 5 things which -- though they might have been considered luxuries in American history -- he now considers to be essential. For example is indoor plumbing essential? If you think so, has it always been? Can you think of other economic examples of changing views about a standard of living?

Ask: What does standard of living mean to you? Would people's ideas about the standard of living be the same as the actual level of living which they enjoy? (Try to differentiate between what people actually have -- their level of living -- and what they think anyone in their society should have -- the standard of living.) Perhaps ask: What is likely to happen if people's standard of living is much higher than their level of living? Would the standard of living always be higher than the level of living? Why or why not? (Perhaps introduce brief anthropological accounts of people who do not expect more than they have or who have a fatalistic attitude toward what they can get in the way of food, etc.)

G. It is difficult to compare real wages between countries or over time within one country because of differences in the importance of different types of goods for consumers, because of differences in the quality of goods, because of difficulties of assessing the comparative purchasing power of different monetary systems or the same system over time, and because of differences in the amount of socialized benefits provided in different countries or eras.

S. Checks on the completeness of data.

B. It is difficult to compare real wages between countries or over time within a country because of differences in the importance of different types of goods for consumers, because of differences in the quality of goods, because of difficulties of assessing the comparative purchasing power of different monetary systems or of the same system as prices change, and because of differences in the amount of socialized benefits provided by different countries or in different eras.

Read aloud brief quotations from current articles which use the term standard of living to refer to actual levels of living. After each quotation, ask: How is the author of this article using the term (as a goal or as actuality)? Point out that frequently the term is used when level of living should be used. Pupils should be on the lookout for the way in which the author uses the term.

62. Ask: Do all people in our society have the same level of living? Project a table showing differences in family incomes at the present time and have pupils analyze the data. Does this data throw any light on the question of scarcity in our society? Point out that the class will study poverty in this country in a later unit.

e.g. See Ammer, Readings and Cases in Economics, p. 11.

63. Now ask: Suppose you were an economist and you wanted to measure the levels of living in different countries in order to compare them. Or you wanted to measure possible changes in the level of living within the same country. How might you do this? Let pupils set up possible ways of measuring changes or differences. As pupils make suggestions, introduce questions aimed at helping them see problems such as changing price levels or different currencies, changing ideas or different ideas about importance of goods, differences in quality of goods, changing numbers of people in a society, etc. For example, if pupils suggest comparison of time needed to earn certain products, raise questions about the quality and importance of these products in the different countries and other goods or services provided by governments. If pupils suggest comparing wages, raise questions related to changing prices, etc.

S. Checks on the completeness of data.

S. Uses simple statistical devices for analyzing data.

G. Index numbers make it easier to compare income, prices, etc. over a period of years.

1. Living levels are affected by the amount of goods and services which money incomes can buy, not just by changes in money incomes which may be offset by changes in prices.

   a. The amount which money income can buy is known as real income or real wages.

   b. Economists have workd out index numbers of prices and wages to enable them to compare real wages over a period of time.

S. Checks on the completeness of data.

2. Comparisons of real income between countries is sometimes made in terms of the amount of time people must work to earn the money needed in their country to buy certain products; these comparisons are made more difficult by the fact that products differ in quality, in importance within different societies, and because of differences in the

64. Give pupils a table showing changes in money incomes of factory workers in the U.S. over a period of sharply rising prices. Ask: Does this mean that the workers were much better off in the last year shown on this chart? Why or why not? Now show figure for changes in prices over this same period and ask pupils what this data shows about changing levels of living. Define real wages for pupils and then tell them that economists have tried to work out ways of making comparisons of real wages easier. Give pupils dittoed sheets showing how index numbers are worked out and how they are used. However, also use questions to help pupils see the difficulty of selecting items to use in building a price index.

Use figures on average gross hourly earnings in manufacturing for 1950-1960 and consumer price indexes for same years. (See data in tables on pp. 224 and 244 of 1965 Economic Report of the President.

65. Give pupils an exercise on interpreting a table showing index numbers for prices and changes in real wages as shown by index numbers for wages and prices.

66. Ask: How many of you have travelled in Mexico? in Europe? In some other country which uses a different monetary system? (If no one has, use examples to bring out differences in systems.) Then ask: Why does this difference create problems for those trying to compare incomes in different countries? (Do not go into detail on differences or on problems at this time. Merely try to introduce the idea that differences do create problems in making comparisons.)

67. Project a typical type of chart comparing living levels in different countries by comparing the amount of time needed to earn the money to buy certain goods. Ask pupils what they think this chart shows them about levels of living in these countries. Then ask questions aimed at showing difficulties in such a comparison. Questions should be aimed at bringing out the problems of comparing goods of equal quality, of finding goods to compare which are of equal importance as consumer items in these societies, and of deciding which income levels to compare to show average income

amounts of socialized benefits.

G. National income statistics make it easier to compare output and living levels over a period of years and from one country to another.

3. Economists have worked out national income statistics to compare changes in production from one country to another and over time within any country.

S. Uses simple statistical devices for analyzing data.

a. The Gross National Product (GNP) is one of the most frequently used measures of our total output. This is everything (goods and services) produced in a year and is measured in terms of those who buy it:

1) Consumers (This is by far the largest part).
2) Investment (Bought by businesses)
3) Government - Government's purchases
4) Net exports (Net amount brought by foreign countries - difference between exports and imports.

S. Draws Inferences from tables, graphs and charts.

differences. Also suggest an example in which one country provides free medical care and another does not. How does this difference in public services affect such comparisons as shown in this chart?

68. Remind pupils of some of the news items which they have seen or bring in clippings to illustrate very briefly the ups and downs of business activity. Do not try to analyze business cycles at this time, since this is done in the tenth grade. However, do enough to show that business is not so good some years as others and that total output may differ. Ask: Why might it be important for the government or for businessmen to be able to measure changes in output within a country? Why might we wish to measure differences in output in other countries?

69. Ask pupils how they would try to figure out total production in the U.S. or volume of flow of goods and monies? At first leave out the complication of production in terms of services. How would they add production of autos to production of apples, etc? How do they think economists might do this job? If pupils do not suggest this method, point out that scientists add the money value of goods. Now suggest a number of goods which are used in producing a single product. How would pupils add these goods in arriving at production totals? Get pupils to analyze problems faced and guess at ways of solving them. Now tell pupils how GNP is actually figured. Cite examples of things which would not be included (e.g. baby sitting, sale of angleworms to fishermen by children, etc.).

70. Project a graph showing changes in GNP in the U.S. over a period of years. (Use one which is not adjusted for price changes.) Ask: What does this graph show about levels of living in the U.S.? Have pupils draw tentative conclusions on the basis of the data. You may wish to help them read the

Historical Statistics of the United States: Colonial Times to 1957.

S. Draws inferences from tables, graphs and charts.

G. Living Levels do not rise unless output of production grows at a faster rate than population.

b. A growing population requires proportionate growth in goods and services just to "stay even." A higher level of living would require an even higher rate of growth. Accurate measures of economic growth require National Product figures to be stated on a per capita basis.

S. Uses yearbooks and specialized statistical references.

S. Uses simple statistical devices for analyzing information.

graph by having an able student read specific values from a table in Historical Statistics for the years shown on the graph. Or you might project an overlay over the graph to show these specific values. Be sure to tell pupils something about this reference book. If possible, use questions to lead pupils to overgeneralize by failing to take into account population changes or changes in the value of money.

71. Now project a graph showing changes in population in the U.S. for the same years. Ask: What do you think this data adds to the other graph? Do you wish to change your generalization about levels of living in the U.S.? Why or why not?

72. Show the class some of the other reference books which give index numbers, national income statistics, and other economic data. Leave the books in the room where pupils can refer to them during the year.

Statistical Abstract
Economic Almanac
Census volumes
Economic Report of the President

73. Have the class take specific years and using the population and GNP compute the number of dollars of the GNP per person. (This is done by dividing population into GNP -- for example for 1955:

$$\frac{397,500,000,000 \text{ GNP}}{164,303,000 \text{ Pop.}} = 2,405 \text{ per person}$$

After computing this for several years have the students hypothesize about trends. (GNP per capita is rising.) What does this mean to each of us? This measure (per capita GNP) is often used as one way of stating "how well off" we are or one way of stating a level of living (new operational definition).

S. Draws inferences from tables, graphs, and charts.

c. Since prices fluctuate, National Product figures must be adjusted for dollar value to give a "real" measure.

d. Other aspects of economic output and growth are more difficult to measure. Along with growth in the GNP have come great changes in leisure time and in quality and variety of goods and

74. Have a student make a chart of GNP per capita over the same time period chosen for activity 70. Compare charts. Use this to initiate a discussion on the necessity of per capita figures in measuring econominc growth. Ask: What difference does it make whether we state just GNP or GNP per capita? Take current figures for GNP and population. Have students divide population into GNP to get per capita figure. Have them rework the problem assuming GNP stays about the same and population doubles (and vice versa.)

75. Now have pupils look at the graph of GNP again. Ask questions once again to see if pupils will agree that the chart shows a certain percentage of increase or decrease in certain years. (e.g. How much did GNP increase from 1939 to 1955? Do you see anything wrong in saying that it increased by 330+ per cent? Why or why not? If pupils do not point out the change in price level, ask: In the light of what you have learned about how GNP is measured, what should we do with these figures to get a more accurate estimate of how much production actually increased? If necessary, remind pupils of the difference between money income and real income. Now show pupils a graph showing changes in prices over this same period. Use a China marking pencil to draw in a new line on the graph showing GNP to show the change in GNP corrected for changes in prices.

76. Now have pupils compute real GNP per capita for these same years. Have them graph this data and compare the graph with that showing change in real GNP.

77. Use pictures to show economic growth on the "quality" side, i.e., a picture of a model T Ford next to a current model of a Ford, a kerosene lamp next to an electric lamp. Initiate a discussion on such change, with students using their own

ke a chart of GNP per capita over the same
n for activity 70. Compare charts. Use
a discussion on the necessity of per capita
ing econominc growth. Ask: What difference
her we state just GNP or GNP per capita?
res for GNP and population. Have students
into GNP to get per capita figure. Have
roblem assuming GNP stays about the same and
s (and vice versa.)

Or see Wagner, Measuring the Performance of the Economy, p. 10.

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draw in a new line on the graph showing GNP
e in GNP corrected for changes in prices.

Or use tables on pages 189-190 of the 1965 Economic Report of the President.

ompute real GNP per capita for these same
graph this data and compare the graph with
ge in real GNP.

show economic growth on the "quality" side,
f a model T Ford next to a current model of
e lamp next to an electric lamp. Initiate a
h change, with students using their own

services. Moreover, quality and variety of goods and services vary from country to country.

e. Another way of measuring is to examine the National income received for producing the Product. People receive income in the form of:

1) Wages and salaries
2) Income of individual firms
3) Profits of corporations
4) Interest
5) Rent

f. There are other measures which are also commonly used as a measure of growth. Net National Product (NNP) is less than the Gross National Product by an amount equal to depreciation, (that which wears out). National Income (NI) is less than NNP by an amount equal to Indirect Taxes.

examples. How does one measure growth in terms of these changes? Ask the students to think of goods and services which, even though we had the per capita GNP dollar value we have today, could not have been purchased 50 years ago. Use this as a springboard to the discussion of the quality and variety aspects of growth.

78. You may wish, if pupils are interested, to point out several other kinds of national income statistics. (See content outline.) It is probably wise, however, to leave these for later study.

Culminating Activities

79. Have each pupil write a brief summary of what he thinks he has learned in this unit. Project several with the opaque projector, choosing a good, fair and poor summary. Have the class try to decide which of the three is best. Pupils must give reasons for their choice. The class may also wish to add or modify something even in this summary.

80. Have the class look once more at their list of definitions of economics. They may wish to cross off some and revise others. Also have the class look once again at their definitions for other key concepts of the unit such as factors of production, scarcity, affluence, standard of living, etc.

81. Give a unit test and discuss the results.

82. Have pupils think back to the articles which they have been reading and analyzing since the year began. Add to the list of economic problems which they developed earlier in the unit (see activity #6). Ask: How does each of these problems affect you?

83. Remind pupils that they have set up their own goals, that they have set up some hypotheses about how the American economy operates, that they have seen differing levels of living in different societies. Tell them once again that they will return to these ideas as they study the rest of the course. What questions should they keep in mind?

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Key

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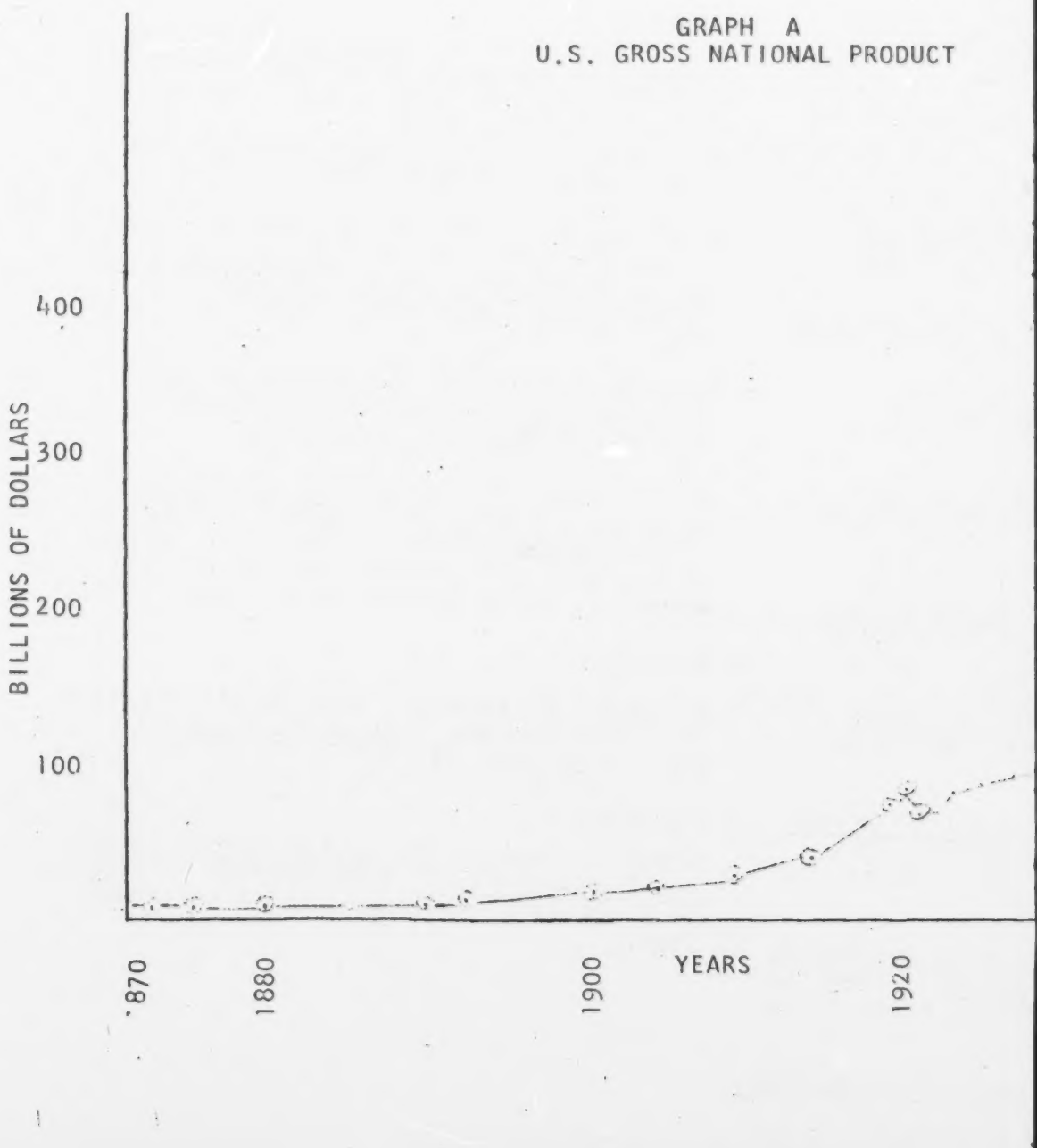
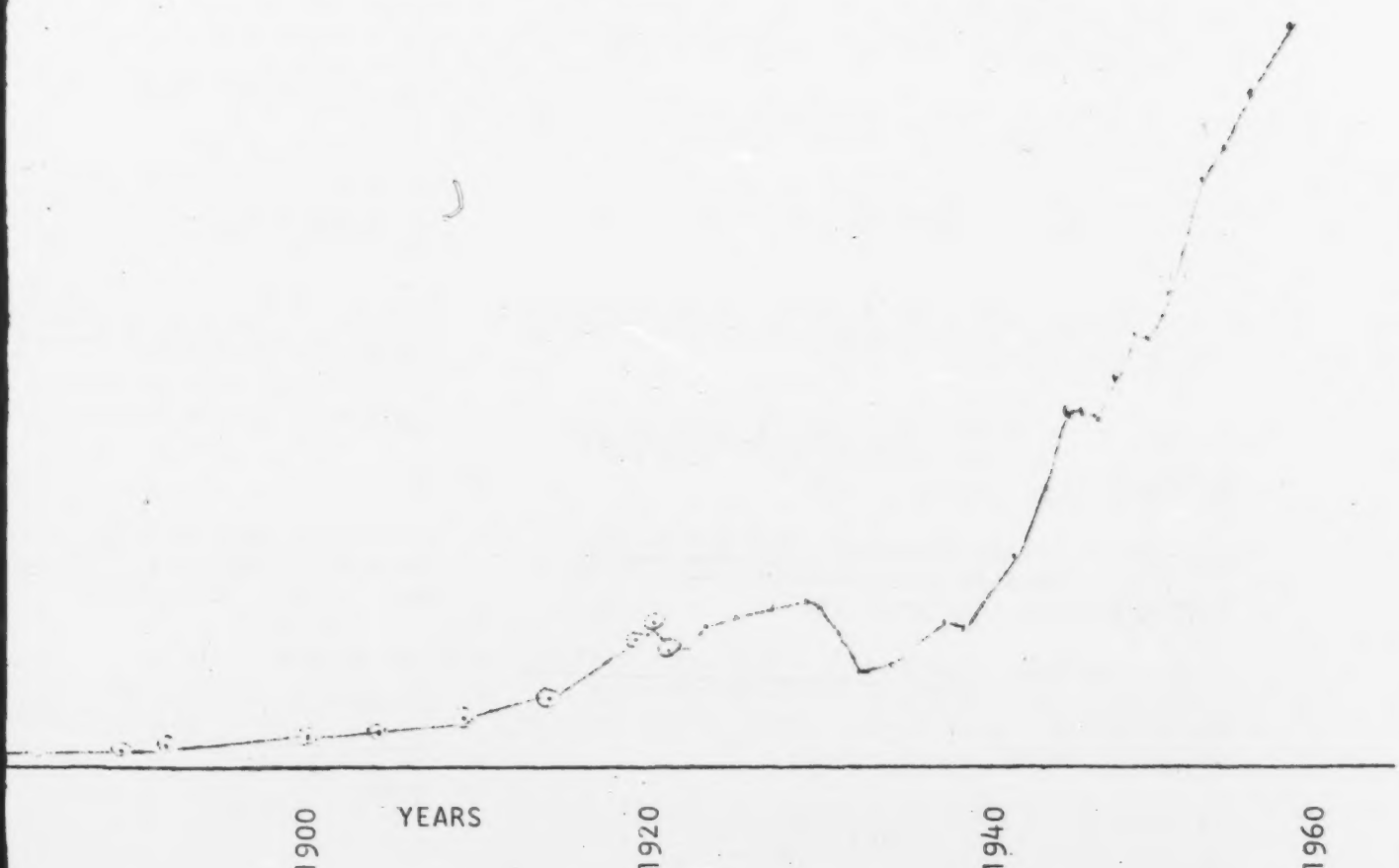
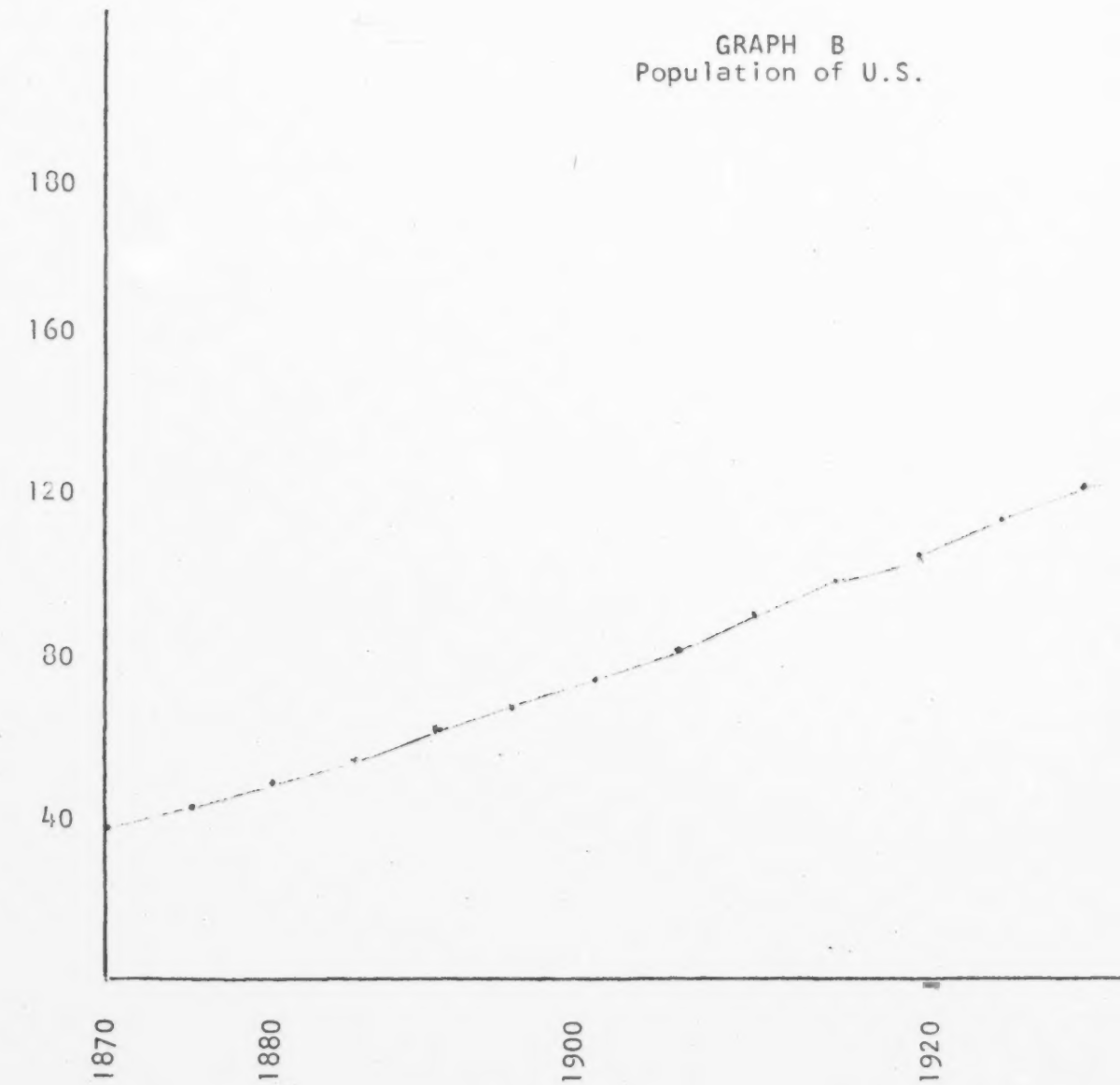
GRAPH A
U.S. GROSS NATIONAL PRODUCT



GRAPH A
U.S. GROSS NATIONAL PRODUCT



GRAPH B
Population of U.S.



GRAPH B
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